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AMERICAN INSTITUTES FOR RESEARCH SILVER SPRING MD
DEVELOPMENT OF INTERACTIVE DIALOGUE MODULES THAT WOULD PROVIDE --ETC(U)
DEC 73 J B CONMY, D V TIEDEMAN, A L KOROTKIN DAHC-19-73-C-0063

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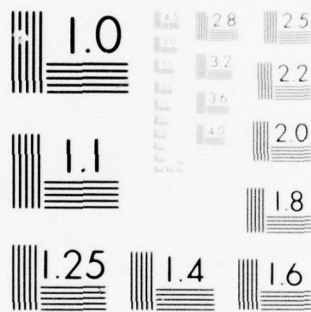
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DEVELOPMENT OF INTERACTIVE DIALOGUE MODULES
THAT WOULD PROVIDE JUNIOR OFFICERS WITH INFORMATION ABOUT ARMY CAREER
PLANNING POLICIES, PROCEDURES AND STRATEGIES

⑩

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David V./Tiedeman
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B R I E F

→ The Army Research Institute for the Behavioral and Social Sciences is developing a model counseling system whose purpose is to facilitate research into the needs and problems of junior officers in the United States Army. The focal point of this research program is to examine and develop optimal ways for providing career counseling services. One part of this system is the Army Computerized Career Counseling System (ACCS) which will be used to explore the possible role of computers in the counseling process. As an early step in the development of the ACCCS, the American Institutes for Research was awarded a contract to develop interactive computer dialogues concerned with U. S. Army Officer Personnel Policies and Procedures. ✓

✓ This paper describes work on a contract to

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ACKNOWLEDGMENT

The interactive dialogues were largely prepared by Joseph B. Conmy, Jr., Curtis N. Marsh, Jr., and Robert A. Satterfield under the direction of Warren P. Davis. The editing of the dialogues for content, style and methodology was conducted by Joseph B. Conmy, Jr., Dorothy S. Edwards, Harry I. Hadley, Jean R. McHelis, and Beverly Anne Ross under the guidance of Warren P. Davis. The revision of the dialogues and subsequent taping and/or card punching was accomplished by Joseph B. Conmy, Jr., Suzanne Coffman, JoAnn Harris, Diane Nast, John Parsons, Barry Prindiville, Kristine Prindiville, Carl Simonson, Clifford Simonson, Eve Simonson, and Anne Starkey under the direction of David V. Tiedeman. Grateful acknowledgement is made to all members of the staff for their highly professional performance, to which the success of the project is due. Additionally, AIR Washington Office is most appreciative of the guidance on policies and procedures provided during the course of the project by Bertha H. Cory, Robert Eastman, Robert McMullen, Douglas McPherson, Sally Van Nostrand and Louise Yates of the Army Research Institute for the Behavioral and Social Sciences.

David V. Tiedeman
Principal Investigator

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B. Officer Career Counseling and Assignment Systems

Officer assignments at the present time are made by assignment officers in the Officer Personnel Directorate (OPD) of the U. S. Army Military Personnel Center. Each assignment officer specializes in officers of a certain branch and grade level. Several assignment officers, for example, are responsible for assigning captains in the Infantry Branch. In order to perform their duties, they must familiarize themselves with the files of Infantry captains eligible for overseas reassignment during the period covered by requisitions on hand for a particular period (usually about five months). They must also familiarize themselves with the files of captains due to return from overseas during the same period. In this manner they fill the requirements from available assets returning to CONUS and X with those turn it is to go overseas to long- and short-tour areas. When a personnel requisition comes in for someone to fill a certain position (e.g., an Infantry Captain is wanted who can serve as aide-de-camp to a Major General), an assignment officer looks over the records of those who are interested in and eligible for such an assignment and makes a tentative selection based upon the qualifications listed in the requisitions and the presumed career progression needs of the officers in question. He often contacts the selected officer by phone, and discusses the possible assignment with him in order to clarify his presumptions about the officer's career needs. In many cases one thing that is lacking is an opportunity for the officer to inquire fully about the various possibilities which may exist. Under ideal circumstances, both the informational and career needs of the individual and the informational and functional needs of the Army are given adequate consideration and support--and all parties are satisfied with the assignment. In the case of junior officers particularly, the DA assignment is subject to change by the local receiving commander. In practice (as indicated by the FIRL study), many officers (especially junior officers) are not satisfied and the Army is losing many good men as a result.

Clearly, the Army needs improved career counseling and assignment systems. The question is: What should these systems look like? What characteristics are essential to new improved officer counseling and assignment systems? How can new technology, such as computers, play a role in the counseling and assignment process?

INTRODUCTION

A. Background

The impetus to the present study was provided by the Army Research Institute in the Behavioral and Social Sciences (ARI), as a result of their continuing interest in the problem of the retention of junior officers. They have found that during the 1960's 89% of the ROTC officers and 78 percent of the OCS officers were leaving the service upon completion of their years of service, and as a result the Army operated with a chronic shortage of junior officers. Due to the seriousness of this retention problem, several studies were initiated in order to identify underlying causes. One of the most important and influential of these studies was a Career Motivation Study conducted by the Franklin Institute Research Laboratories (FIRL). Also the U. S. Army War College produced a study regarding "Army Leadership in the 1970s." This study greatly assisted in focusing attention to the officer motivation and career development problem. As part of the FIRL study, approximately 3,000 officers on active duty completed a 389-item questionnaire. Many respondents also added written comments of their own.

Inadequacies of existing assignment and career counseling programs appeared to be one of the most important underlying causes of the retention problems. The following quotations from Department of the Army pamphlet 600-20, Personnel General: Junior Officer Retention, August 1969, which summarizes the FIRL study results--illustrate the breadth and seriousness of the situation:

"Of the 52 junior officers who elected to comment on career counseling, all stated that counseling was either not available or, when available, totally inadequate." (p. 36)

"There were many complaints from the junior officers concerning assignments and career management. They felt that personnel officers just grabbed the next available officer to fill a vacancy without much regard for his experience, education, or needs for career development, not to mention his wishes." (p. 46)

"The officer could not look forward to any real plan for his future, either from a job, career management, or geographical point of view." (p. 46)

These questions will, because of the large scope of the problem, be answered gradually over the next several years, as research is accomplished. The Requestion for Quotation (No. 19-73-Q-0014) under which the current work was performed was part of one phase of the overall approach which is being taken. The comprehensive program is centered around the development of a model counseling system being developed for research purposes. This system includes a computer based interactive-dialogue subsystem currently under development and test--the Army Computerized Career Counseling System (ACCCS).

The purpose of ACCCS is to give officers in search of new assignments more direct access--perhaps actual physical, direct access--to a computer-involved officer information management system. The basic idea is to provide officers more direct access to information about career opportunities, so that each officer will in the future more closely approximate the condition of being a willing "buyer" of the assignment offered by an assignment officer or local commander when the individual is due for reassignment. The system must also simultaneously enable the assignment officer to be a willing "seller" of assignments to those seeking, needing and being offered assignments. Thus, an "opportunity and career market" would be created: that which is for sale is opportunity; that which is at risk is the career of the seeking officer and the effective operation of the unit to which he is assigned.

The system envisioned by ARI would also permit the officer to identify and discuss a wide range of possibilities, either through a computer system or with a counselor. As outcome of such identifications and discussions, the system would permit the seeking officer to submit and periodically revise his preferences and his underlying personal priority system for openings likely to prove available during the time of his accessibility for reassignment. These preferences and their personal priority systems would be received and queued in the system for recall by an assignment officer when he must make the assignments to fill openings and meet requisitions.

PLANNED FUNDING ALLOCATIONS
FY 77 INITIAL PROGRAM

RESEARCH ACTIVITY

1. Occupational Measurement	9 PMY	\$470K
<ul style="list-style-type: none"> * Job performance differences * Measures on critical tasks 		
2. Selection/Classification	5 PMY	\$260K
<ul style="list-style-type: none"> * Test validation studies * New measures to meet equal opportunity requirements * Initial recruitment/screening processes studies 		
3. Training	8 PMY	\$410K
<ul style="list-style-type: none"> * Traditional/non-traditional job training * Performance differences * Initial development of guidelines 		
4. Unit Utilization and Adjustment	6 PMY	\$310K
<ul style="list-style-type: none"> * Unit adjustment problems * Assignment processes * Initial development of guidelines for meeting problems 		
5. Experiment Center for Task Performance Measurement	2 PMY	\$350K
<ul style="list-style-type: none"> * Controlled measurement of male/female performance differences * Relation of task performance to selection/classification measures 		

C. The Need for Information about Career Planning Policies, Procedures, and Strategies

As indicated in the FIRL study, there is a need to describe the system so that junior officers can find out what it is all about. Admittedly, there are some very sophisticated plans for OCCS, but none of them really change this basic requirement. Somewhere, somehow, the proposed computerized counseling system for officers must provide junior officers with information about career planning policies, procedures, and strategies.

Granted that this need is inescapable, AIR proposed that the work be conducted now to permit the Army to evaluate a number of procedural alternatives before making a major investment in the design of interactive dialogue modules based upon job dimensions (the job dimensions research will be conducted during the next twelve months).

D. Specific Objectives of Research

The development of the dialogues for the ACCCS was initiated by ARI in the form of an RFQ. They requested that two sets of prototype interactive dialogue modules be designed: one for Infantry Branch officers and one for Quartermaster Branch officers, as prototypes for combat arms branches and for the specialized branches respectively, with each set of interactive dialogue modules to be oriented towards the information needs of the junior officers (1st Lieutenants, Captains, and Majors) in these two branches. The procedural plan for the project was as shown in Figure 1.

1973

June	July	August	September	October	November	December
Conferences with OPD assignment officers and career planners in DCSPER	Assembly and preliminary organization of information	Design of prototype interactive dialogue modules	Pretest and revision of interactive dialogue modules		Typing of interactive dialogue modules in frames suitable for Army use	Editing and revision of final report
Review of documents, staff studies, regulations, planning documents, etc.	Design of prototype interactive dialogue modules				Preparation of final report	
Design plans for prototype interactive dialogue modules						

Figure 1. Proposed Work Schedule

PROCEDURE

A. Identification of Interactive Dialogue Subjects

The basic requirements for the dialogues were set forth in the RFO and in subsequent meetings with the sponsor (ARI). In addition the contractor (AIR) was to review all regulations, documents, and other available sources to identify the more specific areas in which dialogues would potentially be of value. Before extensive research and development could begin, it was essential that the specific subjects to be covered by the interactive dialogues be those which are of value to U. S. Army junior officers and of assistance to assignment officers in the Department of Army Military Personnel Center. The investigative procedure utilized to arrive at a subject list was twofold. First, visits were made to Infantry Branch and Quartermaster Branch, Officer Personnel Directorate (OPD), Military Personnel Center, Department of the Army in the Hoffman Building, Alexandria. Va. Several assignment officers for Infantry and Quartermaster Lieutenants, Captains and Majors were interviewed to determine what questions were most frequently asked by their clientele during the course of a day's work. Additionally, the Infantry OPD Liaison Officer at the Infantry school at Fort Benning, Georgia, was contacted for the same purpose and he, in turn, submitted a list of questions that he is most frequently asked by junior officer students at the Infantry school. The second procedure used to determine appropriate subjects for the interactive dialogues was through a series of taped question-and-answer sessions with Lieutenants, Captains and a Major at Fort Myer, Virginia. During these question-and-answer sessions an American Institutes for Research (AIR) staff member, a retired Army Colonel with recent extensive experience in assignment policies and procedures in OPD, acted in the role of the computer and answered personnel-oriented questions presented by the officers concerned. Copies of these taped interviews and the question lists referred to above are available on file at the Washington Office of the American Institutes for Research. From study of the above procedural results the original list of subjects for interactive dialogues was developed. This list included:

- The Officer Assignment System
- The Officer Evaluation Reporting System.
- The Officer Promotion System
- Appointment to Regular Army

OPMS Primary Specialties
OPMS Secondary Specialties
Officers Advanced Course
Command and General Staff College/Armed Forces Staff College
(CGSC/AFSC)
Senior Service College
Specialty Courses
Language Courses
Undergraduate and Graduate Civil Schooling
Dependent Schooling
Officer Preference Statements
Movement of Household Goods
Reduction in Force Programs
Airborne
Ranger
Special Forces
Recruiting
Aviation
CONUS and Overseas Tours and Tour Lengths
Dependent Travel
POV Shipment
Report to New Station; Assignment Interview
Visits and Letters to OPD
Basic Branch Schooling and Training
Retention in Infantry; Revert to QMC
Career Patterns for Basic Branch
Curtailment of Active Duty for Educational Purposes
Reserve Obligations following Active Duty
Army Reserve Programs, Organization and Activities
Comparison of CGSC, AFSC and AFCGSC
Joint, DA Staff Duty
Service School Instructor Duty
ROTC Duty and Prep Education
Command Selection Procedures and Criteria
National Guard and Reserve Advisor Duty

Attache Duty and Selection Criteria

Category Indefinite Application

Facilities at Various Posts, Camps and Stations

During the initial writing period of the interactive dialogues and in the course of several AIR/ARI meetings to discuss policy and procedures, a series of additions, deletions and title changes occurred with respect to this original list of interactive dialogue subjects.

The following subjects were deleted as not germane to this contract but suitable for reconsideration in any later expansion of the project:

Language Courses

Dependent Schooling

Movement of Household Goods

Dependent Travel

Privately Owned Vehicle (POV) Shipment

Army Reserve Programs, Organization and Activities

Facilities at Various Posts, Camps and Stations

The requirement was seen for the expansion of The Officer Assignment System into six dialogues, one each for Infantry and Quartermaster Lieutenants, Captains and Majors respectively. OPMS Primary Specialties was dropped as not offering sufficient subject matter to warrant a separate dialogue but would be included in the OPMS--Alternate or Secondary Specialty dialogue.

To further reduce the list of subjects to manageable proportions the following personnel-oriented topics were deleted as repetitions or of lesser significance but for possible reconsideration for inclusion in later expansion of the project.

Senior Service College (not pertinent to Junior Officers)

Special Forces

Recruiting

Aviation

Curtailment of Active Duty for Educational Purposes
Reserve Obligations Following Active Duty
Comparison of CGSC, AFSC and AFCGSC
Attache Duty and Selection Criteria
Category Indefinite Application

. It was further determined that a Main Career Path Dialogue was necessary for Infantry and for QMC officers from time of promotion to First Lieutenant to time of promotion to Lieutenant Colonel to pull the dialogues together so that they outlined a definite career pattern. The originally suggested dialogue topics, Career Patterns for Basic Branch and Basic Branch Schooling and Training were combined to represent the Main Path for the various officer grades and branches under study.

At the conclusion of the above described elimination and editorial processes the list of interactive dialogue titles approved for formal development was as follows:

1. Infantry Career Path - 1st Lt to Captain
2. Infantry Career Path - Captain to Major
3. Infantry Career Path - Major to LtColonel
4. QMC Career Path - 1st Lt to Captain
5. QMC Career Path - Captain to Major
6. QMC Career Path - Major to LtColonel
7. 1st Lt, Infantry Assignment Policies and Procedures
8. Captain, Infantry Assignment Policies and Procedures
9. Major, Infantry Assignment Policies and Procedures
10. 1st Lt, QMC Assignment Policies and Procedures
11. Captain, QMC Assignment Policies and Procedures
12. Major, QMC Assignment Policies and Procedures
13. Airborne
14. Appointment to Regular Army
15. AUS Promotion Policies and Procedures
16. RA Promotion Policies and Procedures
17. Service School Instructor Duty
18. Branch Transfers and Details
19. Civil Schooling Program
20. CGSC/AFSC

21. Joint/DA Staff Duty
22. Military Specialty Courses- QMC
23. Officer Advanced Course
24. Officer Assignment Preference Statement
25. Officer Evaluation Report System
26. OPMS - The Alternate Specialty
27. OPMS - Selection for Command
28. Personal Contact with Career Branch
29. Ranger Training
30. Report New Station and Assignment Interview
31. Reserve/National Guard Advisor Duty
32. ROTC Instructor Duty
33. Transfer to Infantry or Revert to QMC

At this point it was time to assemble the latest reference material on each of the above subjects. This was accomplished by staff visits by the writers to the appropriate branches and divisions of OPD for discussions, note-taking, and acquisition of the latest written doctrine, policies and procedures.

B. Preparation of Interactive Dialogues

Initial writing of the interactive dialogues focused on the main career paths and assignment procedures and policies, the first 12 dialogues listed in section A above. The initial factual research plus preparation of flow charts for the Infantry Assignment Policy and Procedure Dialogues were accomplished by the ARI professional staff. These provided excellent background for development of the dialogues relating to this assignment. The dialogues were prepared by recently retired Infantry and Quartermaster Colonels thoroughly grounded in branch procedures and policies. As each dialogue was completed it was subjected to a thorough critique by professional AIR personnel. Each dialogue was reviewed for content, style and methodology. Once necessary editing was completed on these 12 dialogues, a staff visit was made to Infantry and Quartermaster Branches to gain approval for content. This approval was obtained with some minor modifications, thus providing the framework for preparing and incorporating the rest of the dialogues into the system.

At this stage an additional retired U. S. Army Colonel and former Branch Chief in OPD was brought aboard to assist in writing the remaining 21 dialogues. As each was completed it was subjected to the same thorough editorial, style and methodological review within AIR as the first 12. As each dialogue received its final AIR approval, it was turned over to the AIR team responsible for converting the dialogues for taping and/or card punching.

With the AIR editorial review complete, staff visits were again paid to OPD for final coordination on the factual content of dialogues. Each dialogue and its concurring agency or agencies in OPD are listed below:

<u>Dialogue</u>	<u>Concurrence</u>
1 - 3 Infantry Career Paths	Infantry Branch, OPD
4 - 6 QMC Career Paths	QMC Branch, OPD
7 - 9 Infantry Assignment Policies & Procedures	Inf Branch, OPD
10 - 12 QMC Assignment Policies & Procedures	QMC Branch, OPD
13 Airborne	Inf Branch, OPD
14 Appointment to Regular Army	Personnel Actions Br, OPD
15 AUS Promotion Policies & Procedures	Promotion Br, TAGO
16 RA Promotion Policies and Procedures	Promotion Br, TAGO
17 Service School Instructor Duty	Inf & QMC Br, OPD
18 Branch Transfers and Details	Personnel Actions Br, OPD
19. Civil Schooling Program	Civil Schools Branch, OPD
20 CGSC/AFSC	Inf & QMC Branches, OPD
21 Joint/DA Staff Duty	Inf & QMC Branches, OPD
22 Military Specialty Courses - QMC	QMC Branch, OPD
23 Officer Advanced Course	Inf & QMC Branches, OPD
24 Officer Assignment Preference Statement	Inf & QMC Branches, OPD
25 Officer Evaluation Report System	Officer Evaluation Br, OPD
26 OPMS - The Alternate Specialty	OPMS Task Group, OPD
27 OPMS - Selection for Command	OPMS Task Group, OPD
28 Personal Contact with Career Branch	Inf & QMC Br, OPD

29	Ranger Training	Inf Branch, OPD
30	Report New Station and Assignment Interview	Inf & QMC Br, OPD
31	Reserve/National Guard Advisor Duty	Inf Branch, OPD
32	ROTC Instructor Duty	Inf Branch, OPD
33	Transfer to Infantry or Revert to QMC	QMC Branch, OPD

OPD gave their concurrence on the dialogues with minor editorial changes but made the following requests and recommendations:

1. QMC Branch requested that the Dialogue "Transfer to Infantry or Revert to QMC" be deleted as not being in the best interests of QMC.

2. QMC Branch requested that any reference to Ranger Training after the first two years of the QMC Career Path be deleted as the time and need for such training by QMC officers is negligible.

3. QMC Branch recommended the preparation of a Dialogue titled "Duty with AMC (Army Materiel Command) and DSA (Defense Supply Agency)." It was written, reviewed, approved and turned over for taping and/or card punching on 28 November 1973.

4. Infantry Branch recommended the preparation of Dialogues titled "Recruiting Duty" and "Compassionate Assignments." The need for a Dialogue on "Compassionate Assignments" was recognized simultaneously by Dr. Louise Yates of ARI and she so recommended. These two dialogues were written, reviewed, approved and passed on for taping and/or card punching on 28 November 1973.

Copies of the final edition of the thirty-five Interactive Dialogues approved for taping and/or card punching corrected as recommended by OPD are available on file at the Washington Office of AIR. These thirty-five do not include "Transfer to Infantry or Revert to QMC" deleted by QMC Branch but do include "Recruiting Duty" and "Compassionate Reassignments." As the Dialogues were converted to the taping format they were all reviewed a final time to assure their factual content remained intact.

C. Field Testing of Interactive Dialogues

Upon completion of the written dialogues, a preliminary field test was conducted. A questionnaire was prepared which had several objectives.

One, to determine general acceptance of the material by the Army officers for whom it was prepared as this was considered essential to the success of the project. Two, that the career paths for 1st Lieutenant, Captain and Major, in fact, corresponded with those of officers of those grades now in active service was significant. The third important aspect of the test was whether the subjects chosen for the dialogues would be interesting to officers, how the dialogues would relate to one another in arousing interest, and were more or fewer dialogues required?

These preliminary tests were conducted during November and early December. A total of 73 Army officers performing Infantry and Quartermaster duties (Inclosure 1), read various dialogues (Inclosure 2) and responded in writing to a questionnaire (Inclosure 3). Specific responses to the questionnaire are presented in Inclosures 4 through 6.

The test findings, which seem to be valid indications of some of the strengths and weaknesses of the project, are summarized below.

1. The material proved to be not only generally acceptable, but it was received with enthusiasm. Eighty-seven percent of the officers questioned thought that the dialogues helped them understand how assignments, education and manner of performance determined an officer's future military career (Inclosure 5, question G). This finding was reinforced by 66 percent of the officers, who stated that they had received information from the dialogues that was helpful in making career decisions (Inclosure 5, question C). Added significance was given by comments of many of the remaining 34 percent who stated that they were soon leaving the Army, or did not intend to make the Army a career.

2. The career paths that had been simulated proved factual; 99 percent of the officers questioned stated this (Inclosure 5, question A). Moreover, about 90 percent wrote that they did not disagree with the content of any of the dialogues (Inclosure 5, question D).

3. The subjects selected for the dialogues proved very interesting; at least one officer said that he was interested in every dialogue tested (Inclosure 4). An overall average of all the ratings given the various dialogues by officers showed a 57 percent rating for what might be called an average dialogue as "very interesting," 33 percent as "of some interest," and only ten percent as of "little interest" (Inclosure 4).

4. The ratings given individual dialogues varied widely; for example, 80 percent of the officers who read the dialogue on "OPMS - Selection for Command" rated it "very interesting" and 78 percent of those who read "Civil College Schooling Program" rated it "very interesting." At the other end of the spectrum, only 14 percent of the officers who read "Compassionate Assignments" and 30 percent of those who read "Recruiting Duty," rated them "very interesting" (Inclosure 4). The significance of the "Civil College Schooling Program" was confirmed as that dialogue received the most circles (Inclosure 6), indicating helpfulness in making career decisions.

5. A clear indication was given that the officers desired more detail. About 50 percent specifically stated that there should be more detail (Inclosure 5 , question G) and various comments suggested certain material for inclusion.

6. In response to efforts to elicit general constructive criticism, a number of officers wrote their personal comments. A strong overall impression is received from these comments that the officers are expressing a great fear, and a great need. The fear is that computer might be substituted for personal contact between officers and those personnel authorized to make their career decisions. The need is for more detail in the dialogues, and more dialogues.

D. Taping and Card Punching the Dialogues

At the same time that the dialogues were being reviewed for content by OPD, MILPERCEN, DA and undergoing the preliminary field test, the AIR team at DeKalb, Illinois, was placing the dialogues in a format suitable for taping and/or card punching. ^{While claims so far made were made which increased the potential} Guidance was provided for this ^{interaction} action by ARI, through the preparation of a sample format for the Ranger ^{leading to} dialogue. This sample, plus frequent policy discussions between ARI and ^{an officer} AIR provided the basis for getting this phase of the project under way. ^{relative to} Once the content review of the dialogues by OPD was completed, and based ^{interests} on their comments, the Washington office staff of AIR together with DeKalb ^{to the} staff conducted a thorough editing of the dialogues and prepared them ^{dialogues.} for computer input.

Inclosure 1 through 6

INCLOSURES 1 - 6

INTERACTIVE DIALOGUES

Officers Participating in Preliminary Test

Grades	Infantry	Quartermaster	Total
Lieutenant	15	14	29
Captain	17	12	29
Major	9	6	15
	<hr/> 41	<hr/> 32	<hr/> 73

BREAKDOWN OF DIALOGUES AMONG OFFICERS FIELD TESTED

Infantry

First Lieutenant

Career Path - Inf 1st Lt
Application for RA
1st Lt Inf, Assgmt Pol & Proc
Personal Contact with Career Branch
Assignment Preference Statement
Report New Station - Assgmt Interview
AUS Promotions
RA Promotions
Compassionate Assignments

Captain

Career Path Inf Captain
Cpt Inf Assgmt Pol & Proc
Airborne
Ranger
OPMS - Alternate Specialty
Officer Efficiency Report
Officer's Advanced Course
Recruiting Duty

Major

Career Path - Inf Major
Major Inf Assgmt Pol & Proc
Civil Schooling
CGSC/AFSC
ODMS - Selection for Cmd
ROTC Instructor Duty
Res/NG Advisor Duty
DA/JCS Staff Duty

QMC

First Lieutenant

Career Path - QM 1st Lt
1st Lt, QMC, Assgmt Pol & Proc
Personal Contact with Career Br
Application for RA
Assgmt Pref Statement
AUS Promotions
RA Promotions
Report New Station Assgmt Interview

Captain

Career Path - QM Captain
Cpt, QMC, Assgmt Pol & Proc
Officer's Advanced Course
Civil Schooling
QMC Specialty Courses
ODMS - Alternate Specialty
Officer Efficiency Report

Major

Career Path - QMC Major
Major, QMC - Assgmt Pol & Proc
CGSC/AFSC
Service School Instructor Duty
ODMS - Selection for Cmd
DA/JCS Staff Duty

QUESTIONNAIRE

Grade _____ Branch _____ Years Service _____

A. Which main paths did you review?

First Lieutenant _____

Captain _____

Major _____

Were they factual? Yes _____ No _____

If not, please explain:

B. Listed below are the Dialogues currently available. Please rate them using scale shown:

SUBROUTINE TITLE	Very Interesting	Of Some Interest	Of Little Interest	Did Not Review
1. 1st Lt. Assgmt Pol & Proc				
2. Captain Assgmt Pol & Proc				
3. Major Assgmt Pol & Proc				
4. Airborne Qualifications				
5. Appointment to Regular Army				
6. Army Off Prom Pol & Proc - AUS				
7. Army Off Prom Pol & Proc - RA				
8. Branch Serv Sch Instructor Dy				
9. Branch Transfers and Details				
10. Civil College Schooling Prog				
11. CGSC/AFSC				
12. Joint/DA Staff Duty				
13. Mil Spec Educ Courses-QM Off				
14. Off Adv Course				
15. Off Assgmt Pref Statement				
16. Off Eval Rpt System (Eff Rpt.)				
17. OPMS - The Alternate Specialty				
18. OPMS Selection for Command				

19. Personal Contact w/Career Br				
20. Ranger Training				
21. Rpt New Sta & Assgmt Interview				
22. Res/Nat Gd Advisory Duty				
23. ROTC Instructor Duty				
24. Recruiting Duty				
25. Duty with AMC and DSA				
26. Compassionate Assignments				

Inclosure 3

C. Did any of the Dialogues give you information helpful in making career decisions?

_____ Yes. (If so, please circle their numbers in the list for question B above.)

_____ No. (If so, please write a sentence or two below telling us why they are not helpful.)

D. Did you disagree with the content of any of the Dialogues?

_____ No.

_____ Yes. I disagree with the subroutines numbered in question B as follows:

<u>Subroutine No.</u>	<u>Reason for Disagreement</u>
-----------------------	--------------------------------

_____	_____
_____	_____
_____	_____
_____	_____

E. Are there any subjects not covered by the Dialogues that you would like to see included?

_____ No.

_____ Yes. They are:

F. Do you like this method of presenting information?

_____ I liked it.

_____ I'd rather have it in pamphlet form.

_____ I'd rather read the ARs themselves.

_____ I liked it but also want to read the ARs..

G. One of the purposes of these Dialogues is to help an officer understand how assignments, education, and manner of performance determine his future military career. Do you think this purpose was achieved?

_____ Yes, definitely.

_____ Yes, but they should go into more detail.

_____ No, they're too superficial.

_____ No, because _____

INTERACTIVE DIALOGUES

Results of Questionnaires

Ratings of Dialogues by Readers - by Percentages

DIALOGUE TITLES	PERCENTAGES			
	Very Interesting %	Of Some Interest %	Of Little Interest %	%
1. 1st Lt. Assgmt Pol & Proc	62	34	4	100
2. Captain Assgmt Pol & Proc	55	45		100
3. Major Assgmt Pol & Proc	68	26	6	100
4. Airborne Qualifications	40	40	20	100
5. Appointment to Regular Army	60	36	4	100
6. Army Off Prom Pol & Proc - AUS	52	39	9	100
7. Army Off Prom Pol & Proc - RA	58	38	4	100
8. Branch Serv Sch Instructor D	63	37		100
9. Civil College Schooling Prog	78	17	5	100
10. CGSC/AFSC	74	26		100
11. Joint/DA Staff Duty	72	17	11	100
12. Mil Spec Educ Courses-QM Off	56	44		100
13. Off Adv Course	46	31	23	100
14. Off Assgmt Pref Statement	48	40	12	100
15. Off Eval Rpt System (Eff Rpt.)	66	31	3	100
16. OPMS - The Alternate Specialty	57	37	6	100
17. OPMS Selection for Command	80	15	5	100
18. Personal Contact w/Career Br	54	31	15	100
19. Ranger Training	31	44	25	100
20. Rpt New Sta & Assgmt Interview	48	24	28	100
21. Res/Nat Gd Advisory Duty	63	25	12	100
22. ROTC Instructor Duty	63	37		100
23. Recruiting Duty	30	40	30	100
24. Duty with AMC and DSA	30	40	30	100
25. Compassionate Assignments	14	43	43	100
Average percentages	57	33	10	100

INTERACTIVE DIALOGUES
Replies to Questions
In Percentages

QUESTIONS

- A. Were the career paths factual?
- B. *
- C. Did any of the dialogues give you information helpful in making career decisions?
- D. Did you disagree with the content of any of the dialogues?
- E. Are there any subjects not covered by the dialogues you would like to see included?
- F. Do you like this method of presenting information?
- G. One of the purposes of these dialogues is to help an officer understand how assignments, education, and manner of performance determine his future military career. Do you think this purpose was achieved?

REPLIES

YES	NO	
99	1	
66	34	
11	89	
30	70	
48		I liked it
31		I'd rather have it in pamphlet form
1		I'd rather read the ARs themselves
20		I liked it, but also want to read the ARs
38		Yes, definitely
49		Yes, but they should go into more detail
11		No, they're too superficial
2		No.

* Question B requested a rating of the dialogues reviewed; the results are given in Inc. 48

INTERACTIVE DIALOGUES

Dialogues Helpful in Making Career Decisions

Officers were asked to circle the numbers of those dialogues that were helpful in making career decisions. These are shown below:

DIALOGUES	NUMBER OF TIMES CIRCLED
1. 1st Lt. Assgmt Pol & Proc	8
2. Captain Assgmt Pol & Proc	11
3. Major Assgmt Pol & Proc	2
4. Airborne Qualifications	1
5. Appointment to Regular Army	9
6. Army Off Prom Pol & Proc - AUS	9
7. Army Off Prom Pol & Proc - RA	7
8. Branch Serv Sch Instructor Dy	1
9. Civil College Schooling Prog	13
10. CGS/AFSC	4
11. Joint/DA Staff Duty	7
12. Mil Spec Educ Courses-QM Off	
13. Off Adv Course	2
14. Off Assgmt Pref Statement	6
15. Off Eval Rpt System (Eff Rpt.)	6
16. OPMS - The Alternate Specialty	10
17. OPMS Selection for Command	3
18. Personal Contact w/Career Br	6
19. Ranger Training	1
20. Rpt New Sta & Assgmt Interview	6
21. Res/Nat Gd Advisory Duty	
22. ROTC Instructor Duty	2
23. Recruiting Duty	
24. Duty with AMC and DSA	4
25. Compassionate Assignments	

Number of circles drawn:

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